

# Inspection of an outstanding school: Lawn Primary School

Norbury Close, Allestree, Derby, Derbyshire DE22 2QR

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Inspection dates:

22 and 23 September 2021

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## **What is it like to attend this school?**

Pupils, parents and carers, and staff agree that pupils are happy and safe at the school. Pupils told the inspector that, 'People are really kind here. If you are upset, they will always help you.'

Pupils also told the inspector that behaviour is good in lessons and at playtimes. This was indeed the case in all lessons visited during the inspection, across a wide range of classes and year groups. Pupils respond thoughtfully and calmly to teachers' high expectations. They concentrate well in lessons. Pupils interact respectfully with each other and with adults. They are a credit to the school.

Staff have made sure that pupils understand what bullying is, especially online. Pupils know that it is wrong. Pupils say that bullying hardly ever happens. Staff are alert to any concerns that arise.

The school has extensive and well-developed outdoor spaces. Pupils use these areas enthusiastically to develop their physical fitness and social skills.

A recent key feature of the school's curriculum is 'global citizenship'. Pupils learn about the world and how to protect the environment. This focus aids their development as young citizens. Leaders plan to complete this aspect of the curriculum over the coming year, to ensure that the curriculum is secure and finalised in all subjects.

## **What does the school do well and what does it need to do better?**

Leaders have recently revised the school's curriculum. They consulted with pupils, parents, staff and governors to make sure that the curriculum is ambitious and reflects their vision for the school. From September 2021, staff began to teach new themes

relating to global citizenship across the whole school. They plan to evaluate and amend the curriculum as required at the end of each half-term. It is too soon to measure how well pupils understand the concepts they learn in this revised curriculum. This curriculum is not yet fully developed.

Some subjects are taught through the global citizenship curriculum. Other subjects, for example science, mathematics, music, Spanish and physical education, are taught separately. In those cases, the curriculum sets out clearly what pupils should know, and when.

The mathematics curriculum is strong. Leaders and staff have ensured that there are detailed plans setting out what pupils should know, and be able to do, in each year group. Pupils say that they appreciate the recap sessions at the start of each lesson. Recalling what they already know helps them to tackle new concepts. Pupils in Year 6 told the inspector that they felt more confident when adding five-digit numbers because they could apply what they knew about two-digit numbers.

Leaders and staff place a high priority on fostering a love of reading throughout the school. Well-stocked class libraries and two central library areas provide attractive spaces for pupils to become immersed in books. Children begin to learn phonics as soon as they join the Reception classes. Staff adopt a common approach to teaching phonics. Most pupils who were observed reading to an adult were given books that matched their phonics knowledge. In a few cases, the books were too hard. Currently, leaders do not use an approved phonics programme. Leaders have chosen their preferred programme. They have drawn up plans for how this will be introduced.

The school's provision for pupils with special educational needs and/or disabilities (SEND) is particularly strong. Staff carefully adapt the curriculum to pupils' needs. Positive relationships between pupils and staff enable pupils with SEND to flourish.

Leaders and staff promote pupils' personal development well. Pupils were keen to describe how they learn about a range of faiths and cultures. They could explain the meaning of challenging concepts, such as empathy and respect. They know that these values are important in their school and in wider society.

Pupils have positive attitudes to learning and to school. They behave well in lessons and around the school site.

In discussion, and in Ofsted's online survey, staff praised leaders' consideration of their workload and well-being. They especially appreciate the recent revisions to the school's marking policy, saying this has had a positive impact on their workload. Governors are mindful of the impact of COVID-19 (coronavirus) on leaders and staff. They make sure to raise this regularly in discussions, describing the school's staff as 'our greatest asset'.

In discussion with the headteacher, the inspector agreed that early reading and curriculum implementation may usefully serve as a focus for the next inspection.

## Safeguarding

The arrangements for safeguarding are effective.

Pupils say that they feel safe at school. They are confident that staff will look after them well. Pupils are especially well informed about online safety. Leaders say that safeguarding is a 'day-to-day thread that runs through everything we do'. They ensure that policies and procedures are kept up to date. For example, they have recently reviewed their behaviour and anti-bullying policies to include how they protect pupils from harassment. Leaders make sure that they record any safeguarding or welfare concerns promptly. Leaders and staff are alert to issues in the local area.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders plan to introduce a new phonics programme to support the teaching of early reading. Currently, a small number of pupils struggle to apply their phonics knowledge when reading unfamiliar texts. This means that they do not become fluent readers as quickly as they should. Leaders should ensure that pupils who are in the early stages of learning to read, and those who are in danger of falling behind, receive appropriate teaching and support to develop as fluent, confident readers.
- Some areas of the curriculum, such as geography and history, are in the early stages of being implemented in their revised format. This means that the curriculum is not securely and consistently embedded in all subjects. Leaders should ensure that the curriculum is coherently sequenced and sets out precisely what pupils should know, in all areas, from early years to Year 6.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Lawn Primary School, to be outstanding in April 2016.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	147624
<b>Local authority</b>	Derby
<b>Inspection number</b>	10201095
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	426
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Munro
<b>Headteacher</b>	Karen Hambleton
<b>Website</b>	<a href="http://www.lawn.derby.sch.uk">www.lawn.derby.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school joined Transform Trust, a multi-academy trust, in December 2019.
- The headteacher was appointed in September 2020.

## Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders, and has taken that into account in her evaluation.

- The inspector met with the headteacher, deputy headteacher, curriculum leaders and a range of staff. The inspector met with a group of governors and the chief executive officer of the multi-academy trust.
- The inspector carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also looked at curriculum plans, spoke to leaders and visited lessons in some other subjects.

- The inspector evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and holding discussions with leaders, staff and pupils.

### **Inspection team**

Christine Watkins, lead inspector

Her Majesty's Inspector

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